

## Making Literacy Meaningful for All Students

An introduction  
By: Patti Weismer

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WHO AM I?

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Literacy – the “old definition”

- “the ability to read and write”

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## Elements of Emergent Literacy

- Develop an interest in books
- Develop vocabulary
- Develop narrative skills
- Phonological awareness
- Concepts of print

(McCahtren & Allor, 2002)  
(Pierce, P.L.)

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Emergent Literacy

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Emergent Literacy

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Emergent Literacy

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Emergent Literacy

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## Literacy for our presentation

- Reading:
  - “Ultimately the goal of reading is for the reader to obtain meaning from text and apply it to the world and him/herself.”
- Writing:
  - “The goal of writing is to communicate an individuals understanding of the world and themselves through written text.”

(Koppenhaver, 2000)

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## Emergent Literacy

- “Researchers in the field of emergent literacy define written language as beginning at birth and continuing throughout life. Consequently, written language activities should not be withheld while waiting for speech, language, and cognition to reach a prerequisite level” (Koppenhaver, 2000).

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PHOTO: JIM ZIMMERMAN

Symbolic representation

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### Types of symbols

- Object
- Partial Object
- Photographs
- Pictures and Drawings
- Symbols (line drawings, Mayer Johnson)
- Text

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### Reading Aloud

- Discovery that books are fun
- Awareness that symbols represent meaning
- Understanding that stories come from print
- Awareness of the structure of a story
- Hearing "book language" as different from "conversational language"
- Fostering a desire to read
- Develop vocabulary
- Learning book handling skills

(Stratton, 1998; Newbold 2000)

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### Challenges for Children with Disabilities

- Lack of early experiences
- Reduced exposure to literacy
- Lack of appropriate literacy materials
- Read aloud to less

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## MAKING LITERACY INSTRUCTION MEANINGFUL

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### Where to begin

- Know your student's needs and skills
- Make it functional
- Have a clear purpose for your activity
  - Reading
  - Writing
- Prepare appropriate materials
- Repeated exposure and practice

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### Student Considerations

- Visual needs
- Tactile needs
- Physical needs
- Cognitive needs
- Individual goals and objectives

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### Functions of Literacy

- Acquiring or transmitting knowledge or information
- **Organizing and supporting memory**
- **Entering or creating a fantasy world**
- Self-expression
- **Entertainment**
- Problem solving or problem posing
- Financial negotiations

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### Functions of Literacy

- **Creating and maintaining relationships**
- Dealing with emotions
- **Conveying or understanding instructions**
- Making or understanding announcements
- Persuading people to do or buy things
- **Identifying things or places**
- Giving or receiving inspiration

(Miles, 2000)




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### Organizing and supporting memory




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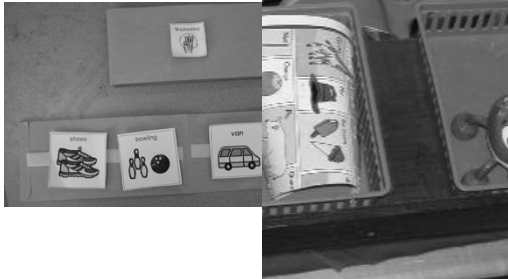
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### Organizing and supporting memory




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### Entering or creating a fantasy world




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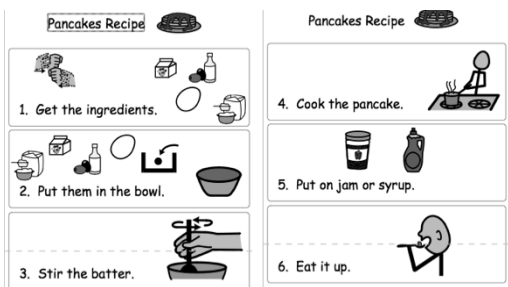
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### Conveying or understanding instructions




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### Reading Instruction

- Comprehension
  - Understanding a text
  - Developing vocabulary
  - Developing concepts
  - Gaining information
- Decoding and Fluency
  - Phonics skills

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### Writing Instruction

- Communicating ideas
  - Expressing comprehension & understanding
  - Telling a personal experience
  - Sharing information
  - Sharing ideas
  - Socializing
- Structure of writing
  - Phonics and spelling skills
  - Grammar and sentence structure

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### Appropriate Materials

- Individualized materials
  - Appropriate access modes
  - Appropriate concept level
- Purposeful and motivating materials
- Multi-sensory and varied materials
- Experience based
  - Play
  - Functional experiences

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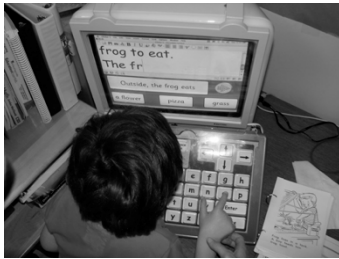
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**Writing**

Use assistive technology for writing access.

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**Reading**

Provide a variety of materials to promote active engagement with the text.

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**Writing**

Use familiar and motivating materials

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### Repeated exposure and practice

- Unit based curriculum
- Predictable Routines
- Choice
  - Independent access to books or literacy activities
  - Availability of literacy materials in social or play situations
- Social experiences
  - Opportunities to share books and materials

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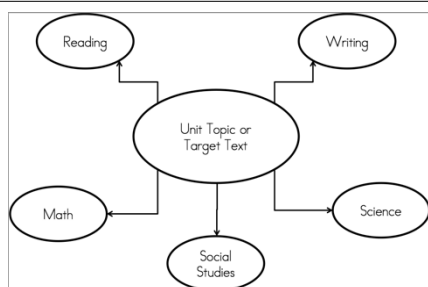
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### Unit based curriculum




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### What's next?

- Creating meaningful reading experiences
- Creating meaningful writing experiences

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